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EXTENSION SERVICE

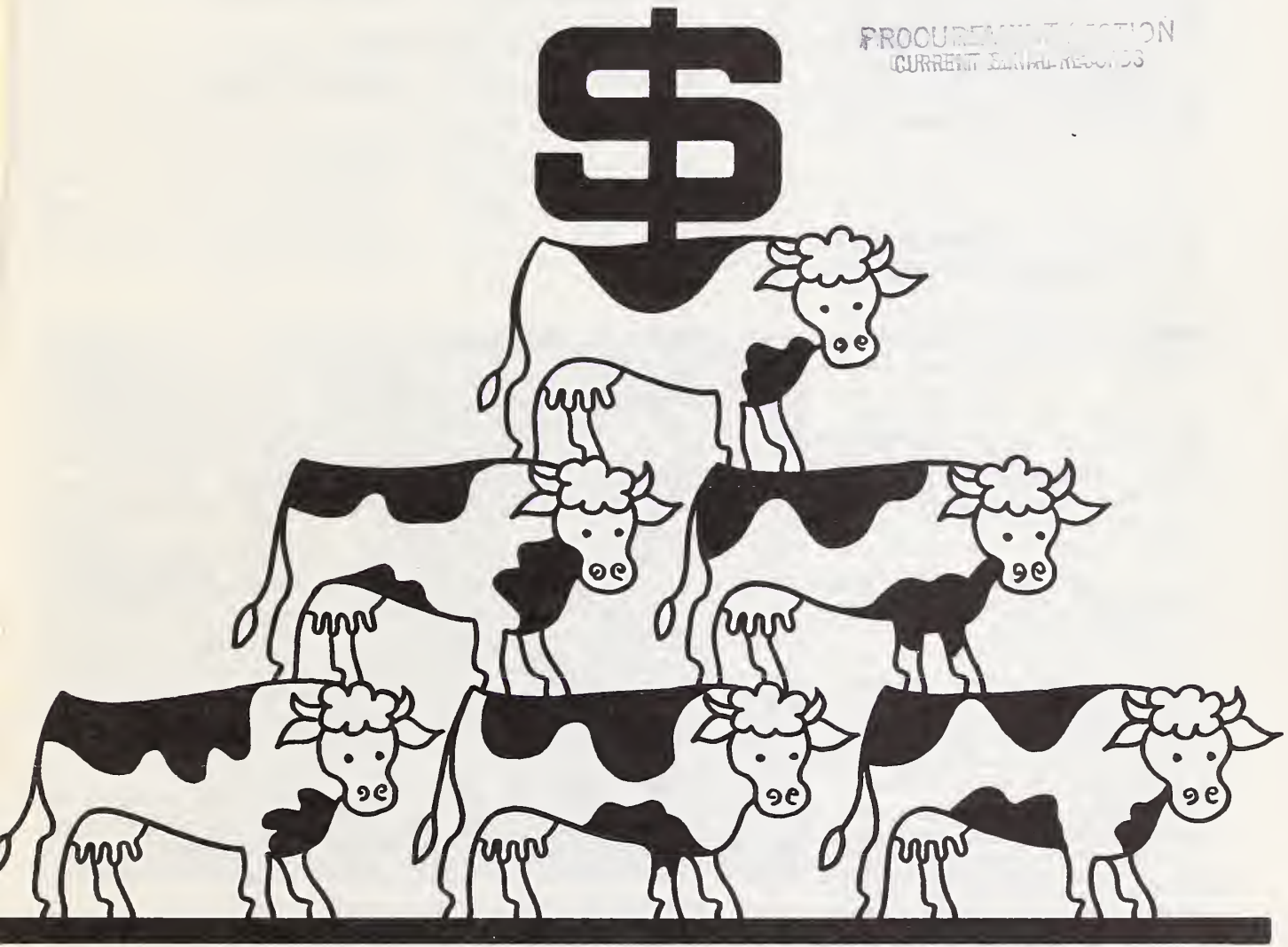
# REVIEW

U.S. DEPARTMENT OF AGRICULTURE \* APRIL 1973

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DAIRY CO-OP BOOSTS ECONOMY  
PAGE 4

*The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.*

*The Review offers Extension workers, in their roles as educational leaders, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.*

**EARL L. BUTZ**  
*Secretary of Agriculture*

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## EXTENSION SERVICE

# REVIEW

*Official monthly publication of Cooperative Extension Service; U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.*

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## Now is the time . . .

"The teachable moment"—it's a well-worn phrase, but it's also something that really occurs once in a while. This looks like the time—the teachable moment—for enlightening the nonfarm public about agriculture. It may never be possible to arouse universal interest in the facts about the agricultural industry, but the current food price situation seems to have made people more willing than usual to listen.

Extension can help in several ways. First, we can help people make their food dollars go further by intensifying our efforts to inform them about economical menus and good shopping tactics. Second, we can help explain to consumers the factors that influence food prices—such as supply and demand, weather conditions, and farmers' costs. Finally, no one is in a better position than Extension to help consumers see agriculture as an industry and a vital part of the U.S. economy—an industry whose future is of concern to everyone.

These educational jobs are not the responsibility of any one segment of the Extension Service staff. This is a subject that cuts across disciplinary lines. Home economists, agricultural agents, youth workers, and Extension specialists in nearly every field can each help fit together the pieces of the food price puzzle.

Conflict between farmers and the nonfarm public is detrimental to both. If Extension can use this "teachable moment" to open up the channels of communication between the two, everyone will benefit.—MAW



by  
J. Cordell Hatch  
Coordinator  
Radio-TV-AV Services  
Pennsylvania Extension Service

## Video tape reinforces learning

Montgomery County, Pennsylvania, Extension agents are using a teaching technique that has "punch." It operates on the theory that people learn better when they have a chance to see themselves in action—via video tape.

Joe Way, Montgomery County Extension agent, uses this method to help dairymen analyze and improve their milking techniques.

When he and Penn State Extension Dairy Specialist Steve Spencer visit a dairy, they arrive equipped with a videorover—a battery-operated television camera and video tape recorder.

On a typical visit, Way tapes a milking routine which includes both good and bad milking procedures. Spencer uses a hand mike to comment on the milking operation.

The lightweight, portable equipment with automatic video and audio level controls makes Way a one-man television crew. He puts the recorder on "standby," focuses, and simply squeezes the trigger when he wants the recorder to start.

The red light on the front of the camera cues Spencer and the milker to go into action. By looking at a small TV monitor on the milking par-

lor floor, Spencer sees what is being recorded and can comment specifically about it.

The tape is played back right in the milking parlor so the specialist and the dairyman can see what changes need to be made and can make them right there.

The improved techniques, with Spencer voicing instructions and reasons for the changes, are then recorded and played back for the dairyman to see. This helps to fix practices as habit in the milking routine. The dairyman, through instant TV playback, has seen himself doing the old and the new thing—it won't be easy for him to forget.

The tapes are excerpted later to provide instruction for other individuals and groups.

The equipment was bought by Montgomery County 4-H groups and is used to tape livestock shows, judging events, and a variety of other things. Several counties have expressed interest in buying similar equipment.

The system consists of the portable recorder and camera, a tripod, a small TV monitor-receiver, an adapter which allows playback on any ordinary television set, carrying cases, and a supply of tapes. Total cost is about \$1,900.

Use of the first TV unit in Montgomery County was so great that the 4-H Horse Club bought their own recorder and camera.

They used the units at horse judging contests to record classes for use later in practice judging and training future judging teams. They also use video tape to teach riding techniques, gaits, and overall horsemanship. □



*Extension Agent Joe Way, right, films a milking technique while Dairy Specialist Steve Spencer comments. Instant playback fixes the lesson firmly in the dairyman's mind.*

# Dairy co-op boosts area's income

How can a rural farming area recoup after it loses some of its major agricultural enterprises? The people of Gunnison Valley in Sanpete County, Utah, have found an answer.

Their once-thriving vegetable crop industry faded out because it was too small for mechanization and thus the labor costs remained high.

A few years later the local sugar factory closed, as did several other factories that were close enough to make the shipping of sugar beets practical.

These losses were a terrific economic blow to the little rural valley whose agricultural economy had been built around sugar beets, vegetable crops, livestock, and dairy.

Now the loss has been reversed, thanks to the efforts of the Utah State University Extension Dairy Team, working with dairymen and local community leaders.

Dairying in general has been greatly enhanced in the Gunnison Valley through individual and team efforts of USU staff. But the most significant accomplishment, attributable largely to work of the USU Extension Dairy

Team, has been the establishment of the Gunnison Valley Dairy Association.

The Gunnison Valley Economic Development Committee, which Extension helped to initiate, studied the area's basic resources. Subcommittees considered enterprises that could improve the economy by capitalizing on those resources. Expanding the local dairy industry seemed to be the best alternative, but enthusiasm for such expansion grew slowly.

Some of the dairymen from the valley attended a series of multi-county Extension short courses dealing with feed production and opportunities for dairy expansion.

After some of the more enthusiastic dairymen talked with others, they contacted Sanpete County Extension Agent Jack Herring to get additional help from the university.

At this point, the Extension dairy team became involved. It consists of the Extension dairy specialist, economist, marketing specialist, agricultural engineer, Extension veterinarian, and the head of the USU dairy science department.

To back them, they had findings of a special marketing study conducted in the State, the experience of helping to organize a large pilot cooperative dairy enterprise, and the experience of helping several groups in the State organize dairy units of economic size.

At the invitation of the county agent, several of the team members represented the university at three organizational meetings. They explained the economic advantages of a large, consolidated dairy herd, man-

aged under one head and utilizing common facilities.

The group decided that each interested person would supply or finance the purchase of 25 to 100 cows to be put into a common herd. Initially, each person was assessed \$1 per expected cow, to indicate his desire to be a part of the proposed organization.

The resulting \$1,800 was used to finance a feasibility study conducted by members of the USU team, working with members of the fledgling dairy group.

The group elected five people to work with the Extension dairy team on the study and to spearhead subsequent action. The Extension economist met with them as they explored alternatives.

They determined that for tax advantage it would be best to organize as a production cooperative. The biggest hurdle, however, was to get adequate financing. Experience with other cooperatives had shown that regulations of the Federal agencies which finance much of agriculture prevented them from funding an organization of this type.

The other large Utah dairy cooperative that the dairy team helped form was financed with a loan from the Small Business Administration. After that pilot venture, SBA indicated a willingness to help finance similar organizations if the university team was involved.

To get an SBA loan to finance the new dairy facilities at Gunnison, 27 local residents organized a develop-

by  
Cleon M. Kotter  
*Agricultural Information Specialist*  
*Utah State University Extension*





ment company with a board of directors and officers.

They consulted with members of the Extension dairy team as they went about securing financing, investigating and purchasing land, buying animals, and building facilities.

Before starting construction, they went on several idea-gleaning tours of large dairies in Utah and neighboring States, arranged by the county agent and the Extension dairy specialist.

At the team's suggestion, the group decided to buy only unbred heifers so that breeding by artificial insemination could begin immediately. More than 1,000 heifers were bought and put out under contract to local farmers to raise until ready to calve.

The Extension economist helped work out the financing. Ten percent of the initial money (that used for buying the heifers) was raised from among 23 members of the local development company, 30 percent from the Gunnison Valley Bank, and 60 percent from SBA on a 20-year loan.

When the milking operation began in November 1971, the Gunnison Valley Dairy Association was officially organized as a production cooperative. The bylaws assure retention of local resident control.

Under a unique arrangement, the Dairy Association leases the facilities from the development company and operates the dairy.

At the advice of the Extension team, the Association employed one of its own members as manager. He participated in a 2-week dairy managers workshop taught by the Utah Extension dairy team and Extension staff members from Idaho and Wyoming.

The Gunnison Valley Dairy Association has been operating for a year. Guided by advice from the Extension veterinarian and dairy specialist, they have had relatively good herd health. Milk production has been maintained at a high rolling herd average, projected at 16,000 pounds of milk a year per cow.

The present output of more than 40,000 pounds of grade A milk each day from nearly 1,000 cows now milking is making a sizable economic input to the valley.

Economic projections made by the Extension dairy team indicate that as the dairy grows to its planned size of 2,000 cows, it will be bringing the area nearly \$2 million annually in milk and cattle sales.

This year, more than one-third of

a million dollars has been redistributed to area farmers for feeding the heifers and for the feed grown on contract by them for the dairy.

The \$440,000 spent for labor and building materials and a sizable tax assessment on the facilities and animals are making an important contribution to the local economy, too.

Many Extension techniques for involving people have been necessary to get this dairy association started. The Extension dairy team has spent much time and effort working with the local people and with SBA and other agencies, as well as working remotely from the university on specific problems.

Lessons the team members have learned in this project are being used as they work with other dairy groups. The Gunnison Valley Dairy also is serving as an educational showplace frequently visited by dairy groups from Utah and other States.

Corn and alfalfa hay fields now flourish in Gunnison Valley on acreages where sugar beets once grew. And they use the limited supply of irrigation water more efficiently.

The products of those acres now flow by trailer and truck into the huge feed storage pit and feed stacks of the locally-owned Gunnison Valley Dairy Association and into the storage areas of other modern dairies that members of the team have helped establish in the valley.

Practically all the forage grown in the valley is now used locally. This has strengthened the price and eliminated the necessity of trucking it elsewhere. And every major dairy processor in the State is offering attractive prices for the milk.

Sparked by the growing success of these developments, the three communities in Gunnison Valley are experiencing a spirit of pride and optimism that is fostering further economic development and growth.

In fact, the local banker reports that they are experiencing some of the best growth in the State. No longer do the local people lament the loss of their sugar beet industry. □



*Where sugar beets once grew, corn fields like the one pictured above now flourish, economically utilizing the land and irrigation water. At left, members of the Utah State University Extension Dairy Team confer on problems associated with dairy developments in the State.*

# Health officials study characteristics of soils

by  
Frederic B. Giebel  
*Regional Specialist  
Community Resource Development  
Massachusetts Extension Service*

When town boards of health in Massachusetts found themselves in need of some education, they turned to the Extension Service.

Their problem lay in Article XI of the State Sanitary Code, which makes them responsible for enforcing sewage disposal standards in areas where no municipal system is available.

Article XI has about 23 pages of regulations, but three of them prompted this educational program:

—"Disposal fields shall not be constructed in areas where the maximum ground water elevation is less than 4 feet below the bottom of the disposal field."

—"Excavations into or fill upon impervious material shall not be allowed."

—"Soil with a percolation rate of over 30 minutes per inch is consid-

ered impervious and therefore unsuitable for the subsurface disposal of sewage."

The health boards realized that to follow these requirements in issuing permits for the installation of on-site sewage disposal systems, they needed a working knowledge of soil characteristics. So they asked for a program to educate those responsible for site inspections.

The setting for this program was the October 1972 annual meeting of the Massachusetts Environmental Health Association. MEHA members include agents for town boards of health, directors of public health, representatives of engineering companies, sanitary engineers, and sanitarians.

The development of the soils seminar is a study of cooperation between public agencies and private groups. The planning committee included the regional Extension community resource development specialist, a district conservationist from the Soil Conservation Service, and the president of the MEHA.

The Extension Service specialist arranged for speakers. He asked the SCS to provide soils and engineering expertise; called on the State Department of Natural Resources to cover wetlands delineation and pertinent legislation; and involved a private planning consultant with special interests in development densities.

During the seminar itself, the Extension specialist served as moderator and helped facilitate communications

between the technical experts and the health officials.

The SCS district conservationist arranged for the Essex County Conservation District to hire a bus to transport participants from one session to another. He also worked with the Essex County Agricultural and Technical Institute to establish a field site and to have test pits excavated.

Another important part of his task was to guide his soils and engineering staff in preparing appropriate presentations.

The MEHA president handled arrangements for the indoor meeting place, luncheon, and registration. He also printed and mailed the program announcements and invitations.

The full-day program was set up in two parts. The morning session was held indoors to facilitate lectures and slide presentations, and to encourage questions and discussion.

During this portion of the seminar, the SCS soil scientist described the program for developing operational soil surveys for Massachusetts towns. This program is cost-shared by each town, which in turn receives comprehensive soils information drawn up in laymen's terms.

The second part of the morning program was a discussion of guidelines for development densities as related to soil characteristics. This subject was handled by the private planning consultant.

The third part of the morning session started into the practical application of soils knowledge. SCS specialists used slides and other visual aids to describe indicators of periodic ground water. The purpose of this segment was to teach health officials to recognize the indicators of ground water levels during the summer or during drought periods when the water itself does not show up in test pits.

The final morning session was handled by a land use administrator of the Massachusetts Department of Natural Resources. With the help of visual aids, he described the identification of wetland areas and State leg-



isolation pertinent to the alteration and protection of these wetlands.

This battery of subject experts set the stage for an afternoon of field study. After a luncheon arranged by the MEHA, the participants were taken by bus to the field site.

Through the cooperation of the Essex County Agricultural and Technical Institute, a hay field had been set up with four teaching stations, and soil observation pits had been

excavated. The participants were divided into four groups and were rotated between the four stations at half-hour intervals.

Two of the stations were established for the demonstration and discussion of surveying, or leveling tools and techniques. Although not an integral part of the soils theme, advantage was taken of this opportunity to show health officials how to check surveying and leveling instruments for accuracy.

They also were put through a short course in surveying to aid them in establishing and checking grades and elevations before and after the installation of an on-site sewage system. SCS technicians and engineers manned these two stations and did the instructing.

*At one teaching station, participants had a chance to handle various soils, both in the dry state and after moisture had been added.*

The other two stations were manned by SCS soil scientists. Here, the health officials had the opportunity to study first-hand the textures of different soils, the visual identification of hardpan layers, and the identifying factors of fluctuating ground water levels.

The response to both the morning and afternoon sessions of the soils seminar indicated that careful advance planning had achieved its goal.

The practical identification and applied discussion of soils characteristics was eagerly received by the health officials. Most of them admitted to a basic lack of knowledge of the subject before the seminar.

The president of the MEHA said, "With the increase in development of areas of the Commonwealth where a municipal sewer is an impossibility, and with more emphasis on the proper installation of subsurface disposal systems, we, the sanitarians whose responsibility is to determine whether or not the soil is capable of supporting a septic system, are extremely grateful for these seminars." □

*SCS technicians and engineers put the officials through a short course in surveying to help them establish and check grades and elevations before and after the installation of on-site sewage systems.*



by  
Dorothy A. Wenck  
*Extension Home Advisor  
Orange County, California*

## Helping teachers reach the poor

A unique cooperative arrangement between University Extension and Agricultural Extension in Orange County, California, resulted in a credit course for home economics teachers taught by the Extension home economist last summer.

The course, titled "New Approaches to Consumer Homemaking Education," was designed to help home economics teachers improve the effectiveness of their teaching and make their classes more consumer oriented and more relevant to low-income students.

Home economics teachers throughout the country are making these changes in their methods and curriculums as a result of the Federal Vocational Education Act.

And Extension home economists are uniquely qualified to help them. They know the problems of the poor consumer; they have learned how to reach the poor through the Expanded Food and Nutrition Education Program; and they know how to use visual aids and other "how to do it" teaching methods to make consumer information come alive.

In Orange County, the idea for the course came from two home economics teachers on sabbatical leave who attended an Extension training class for volunteers on teaching consumer information to low-income homemakers.

They felt that the information was so practical and so valuable that it ought to be made available to more teachers.

They suggested that it be offered as a credit class in summer school, since most teachers prefer to earn credit for courses.

Agricultural Extension, however, is not authorized by the University of California to offer credit courses. This is the role of University Extension—a separate branch of the University.

Cooperation with University Extension was the answer. UC Irvine Extension enrolled the students and gave them credit for the course.

Agricultural Extension provided the meeting place, the home advisor as teacher, and handout materials. Since University Extension's only costs were processing student enrollments and grades, the fees charged the students were less than half the usual amount.

Once the cooperation of University Extension was obtained, the home advisor surveyed county home economics teachers—via her professional newsletter.

More than 70 teachers indicated an interest in taking the course. As a result of this response, the 40-hour class was scheduled to meet twice weekly, 9:30 a.m. to 2:30 p.m. (with a lunch break) for 4 weeks.

The class enrollment was 42, with 27 teachers taking the class for credit. Most were relatively young and had less than 5 years of teaching experience. However, several were teachers with more than 10 years of experience.

Three of the teachers taught junior



high. The majority taught senior high. Six taught adults in low-income consumer education programs conducted by school districts and community colleges.

In addition, one participant was a community college teacher; one was a 4-year college teacher; several were college home economics seniors or graduate students. Four class members had taken the previous Extension class, but wanted to earn University credit.

Objectives for the course were based on priorities listed by teachers on their enrollment applications.



*At left, a teacher of pregnant teenagers (left) talks with Dorothy Wenck, Extension home advisor, about the use of overhead transparencies. Below, bilingual teacher Lila Fernandez (right) uses techniques she learned in the class to interest Mexican-American homemakers in consumer education.*



These included:

- improved knowledge of subject matter which is practical and useful to the low-income consumer: application of management principles to food buying, clothing buying and care, use of money and credit, house care.
- development of new or more effective ways to teach homemaking—especially to low-income students.
- better understanding of the life styles and social and economic problems of low-income families.
- learning about community agencies which help low-income families.

Those taking the course for credit were required to complete a project and share the information with class members. Choices for credit projects included:

- developing a unit on a specific consumer topic,
- developing a plan for a consumer education course,
- developing a kit of teaching materials (resource reading and visual aids) for a specific consumer unit,
- creating a unique new way to teach a consumer topic,
- doing an indepth case study of a community agency which aids families, or
- working as a volunteer with a welfare family under the guidance of the Welfare Department's volunteer coordinator.

Several of the teachers chose to work as volunteers with welfare families and found the experience challenging, rewarding, and frustrating. All of them continued to work with their families after the class ended and felt the experience gave them valuable insight into the problems of their low-income students.

Guest speakers from county agencies—Health, Welfare, Probation, Mental Health, Medical Center, Office of Consumer Affairs, Food Stamps, Employment—provided the teachers with a breadth and depth of understanding of community problems and services.

A highlight of the class was a guest appearance by the Los Angeles County EFNEP Home Advisor and three of her program assistants, who each gave descriptions of the problems of low-income families and how they helped them improve food buying and nutrition practices.

Since the teachers listed "consumer subject matter" as their first priority for the class, the home advisor concentrated on topics such as food buying, money management, credit buying, and consumer problems—all from the standpoint of the low-income consumer.

Her teaching served as an example of visual ways the subject matter

could be presented, emphasizing use of the overhead projector and the Velcro board.

In addition, the teachers received many pamphlets and printed materials from USDA, the University of California, and Orange County to supplement their learning and serve as resource materials for their classes.

The teachers also exchanged ideas and learned from each other—informally during breaks, and formally during class discussions and the final sessions when each presented her project to the class. Copies of the projects were kept on file in the home advisor's office for class members to use.

For their projects, several teachers developed sets of overhead transparencies. For example, a team of two completely visualized a unit on buying an automobile; another developed visuals for a unit on nutrition.

Another teacher built her own Velcro board and made up a skit in which two homemakers unloaded bags of groceries and displayed sample packages on the board.

Two class members who were not employed later received job referrals from the home advisor and are now working part-time. One is teaching low-income adults, and the other is teaching a class of pregnant high school girls.

The overall result of the class was that the participants became very enthusiastic about teaching management and consumer concepts to their students in visual, practical ways. They learned to be more understanding of the special consumer problems of their low-income students. And they became much more aware of community resources available to help.

Several planned to set up volunteer programs for their students to work with community agencies they had learned about.

The home advisor found the experience of teaching teachers to be challenging and enriching. She learned as much from them as they learned from her! □



# Extension agents help combat drug problem

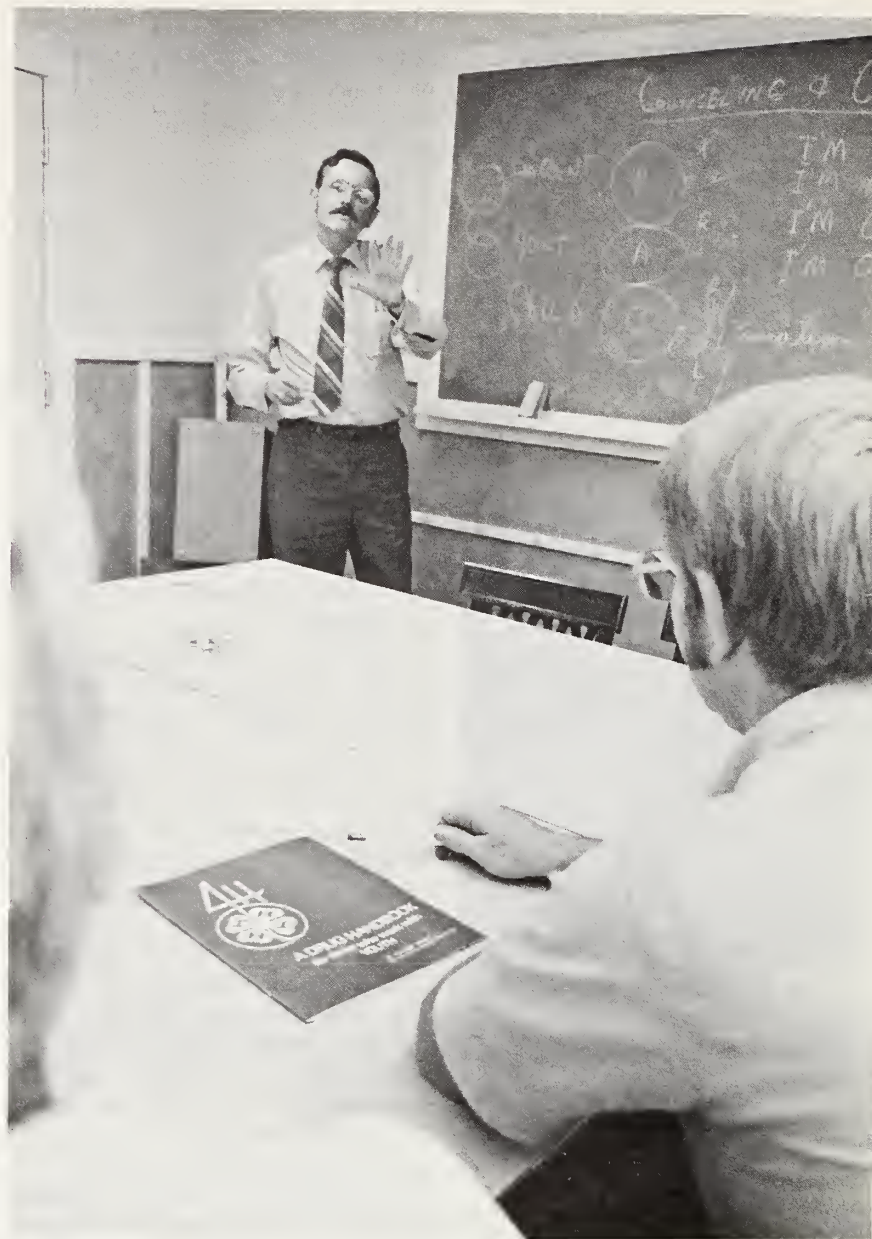
by  
Phyllis E. Stout  
*Program Leader*  
4-H/Youth Development  
and  
Kay Barnes  
*News Editor*  
New York Extension Service

More than half of the known narcotic addicts in the Nation live in New York State, and many other New York citizens experiment with amphetamines, barbiturates, and psychedelics. No community, rural or urban, can deny that a problem exists.

With its traditional concern for youth, the prime victim of drug abuse, the New York Cooperative Extension Service found itself in 1970 making decisions about its role in this uncharted area.

Extension's first involvement with the drug problem came at the request of 4-H agents in one district. They set up a 1-day meeting in May 1970 to share common concerns, increase understanding of drug abuse, become informed about State programs, and to profit from the experience and expertise of a fellow agent in the District.

This meeting generated statewide interest among Extension agents—home economics and agriculture agents as well as 4-H—and it quickly became evident that Cooperative Extension's official role needed to be determined. Several agents already were serving with local organizations



or were helping arrange talks and meetings with youth and parents.

A Narcotic Addiction Control Commission was created by law in New York State in 1966. It has responsibility for developing and operating all services and facilities needed for drug prevention, treatment, and research.

To carry out its prevention responsibility, the Commission has set up narcotic guidance councils at the community level. Some are county-

wide, others include one town, a city, or a school district.

Each council is composed of three to seven members. Each must include a doctor, a lawyer, and a clergyman, with the remaining members selected from the community at large. Persons under 21 are eligible to serve on the councils.

By spring 1971, more than 350 local councils were in operation, and another 200 were in the planning stages.

*Arthur Freije, Broome County 4-H agent, conducts a class for volunteers on how to communicate with the public about the drug problem. The 4-H handbook, which he prepared, is also used by many other agencies throughout the State.*

Cooperation with these councils seemed to be the obvious role for Cooperative Extension.

Agent interest in the drug problem soon was great enough to merit a 2½-day workshop conducted by the State Narcotic Addiction Control Commission.

Agents were briefed on the situation in the State, prevention, and programs available to combat the problem. Half a day was spent in discussing Extension's role.

As a result, agents are using their skills and knowledge to cooperate with community drug abuse programs. Some have helped establish narcotic guidance councils, a number have obtained literature and made it available to interested groups, and many have arranged informational sessions for youth and leaders.

The activities in Broome County are a good example of how New York's Extension agents are approaching the drug problem.

M. Arthur Freije, Broome County 4-H agent, has been one of the leaders in charting Extension's role in drug abuse education in New York. Freije became interested in the dangers of drug abuse while he was a drug company sales representative.

Broome County formed an Association for Drug Abuse Education at about the same time he became 4-H agent, and he encouraged the county governing body to establish a county narcotics guidance council with education and rehabilitation functions.

Broome County has about 29,000 youth in grades seven through 12

and two colleges with student enrollment of about 15,000. The State Narcotic Addiction Control Commission estimates that 30 percent of these students are involved in drugs. There are 125 to 150 hard-core addicts in the age range of 13 to 24.

At one college it is estimated that from 50 to 60 percent of the students are involved in drugs; at the other the figure is probably about 30 percent.

These numbers are probably about the same in other New York counties where there are colleges. In Broome County, however, the initial recovery rate—10 percent—is higher than the 3 to 4 percent in other city programs in the State. This is attributed to the county's active voluntary programs.

A counseling service is an integral part of a county narcotics guidance council. Broome County's counseling service is unusual, because lay people have been trained to staff it.

Freije designed and helped teach a training program for the lay counselors. The training included role playing, modified sensitivity training, demonstrations, and "learning by doing," plus on-the-job training in handling crisis calls.

Professional people, including doctors, back up the work of the lay counselors. Cooperation has been excellent with such agencies as the mental health clinics, social services, Red Cross, and family and children's societies.

Another of Freije's Broome County training schools resulted from the interest of local pharmacists. They had drug information, but lacked skills in presenting it.

So a training school on communication skills was held for them, along with high school and college students, and members of the Junior League. Freije helped them select topics to meet audience interest and taught them to use blackboards, slides, and other visuals.

To acquaint the public and other agencies with the drug abuse program and to gain their assistance, the

4-H agent spoke before many groups and made several guest appearances as a panel member of a television show.

He arranged informative sessions for 4-H leaders and members, too, and prepared a handbook for use by adults working with youth in drug education programs. More than 17,000 copies of this handbook have been distributed, primarily within the State.

Freije's work with the drug program in Broome County was recognized last spring when he received a Superior Service Award from the U.S. Department of Agriculture.

New York Extension agents' drug education efforts vary from county to county. But they generally agree that Extension's role should be directed primarily to prevention, education, and organization.

Specifically, Extension can:

- serve as a catalyst,
- help identify the extent of an area's drug abuse problem,
- help organize and develop Narcotic Guidance Councils at county and town levels,
- help develop community-oriented programs for drug abuse education, and
- assist in the design and evaluation of educational methods used in these programs.

Throughout the State, Extension staff members are helping communities or citizen groups develop operational objectives and evaluation procedures, organize themselves for action, and become familiar with community resources that can provide program content.

Cooperative Extension has long been recognized for its expertise in improving agricultural technology and in seeking solutions to problems of rural and, more recently, urban living.

By meeting its responsibilities in the drug abuse field, it has a chance to demonstrate again how its approach can be used effectively to mobilize a community for a concerted attack on a devastating social problem. □



## Craft shop fills many needs

Riding through Denton, Maryland, on Route 404 you see a sign at Third and Franklin Streets that reads "The Handi-Box, Inc."

If you fail to stop in and browse, you are missing a real treat, because the handmade crafts of the people in Caroline County are varied, original, and of high quality.

The idea of a county craft shop to provide an outlet for quality handmade crafts and a source of additional income for craftsmen was spearheaded by Mrs. Doris Stivers, Extension home economist.

She says, "I saw many people in Caroline County who had talents which could be utilized to increase their income, express their creativity, satisfy personal needs, stifle loneliness, and allow them the opportunity to share with others."

A survey conducted through the local newspaper established that there was a tremendous interest in the project.

Many other individuals and groups

saw this as an opportunity, so a 10-member board was set up to develop the project. Mrs. Stivers served as coordinator.

Articles of Incorporation as a non-profit organization were drawn up and The Handi-Box became a reality.

The planners located an old clapboard house to use as Handi-Box headquarters. It could be reached by incoming beach traffic and yet was convenient for the local residents, but it needed a lot of renovation.

When the call went out for volunteers, there was an overwhelming response from family groups, homemakers, Boy Scouts, Ruritan, young marrieds, senior citizens, and youths. They contributed more than 1,000 hours of volunteer time to renovate the building.

The Handi-Box, Inc. was officially opened on May 24, 1972, and within 5 months the number of visitors reached 2,800. They came from 210 communities in 25 States, and from several foreign countries.

by  
Shirley Mott  
*Extension Home Economics Editor*  
*University of Maryland*  
and  
R. Doris Stivers  
*Extension Home Economist*  
*Caroline County, Maryland*



Volunteers continue to work at the shop, which is open every weekday from 10 a.m. to 4 p.m. and on Friday and Saturday from 9 a.m. to 9 p.m. During the summer season the shop is also open on Sunday from 3 to 6 p.m. to take care of the tourist trade.

More than 200 craftsmen have submitted their work to the shop. The sources vary. In one community an older-citizen group meets each week to work on crafts, and they submit some to the Handi-Box. Money from the sale of their crafts is used by some of the group for church improvements.

Many young people have joined with the older members to learn to produce crafts. A retired nurse, active in county organizations and head of the older-citizen group, sends in original petit point pictures. A retired man creates original geometric designs and boat pictures designed with string.

A halfway house for young offenders is located in the county and



"The Handi-Box" before . . .

. . . and after.



*Volunteers of all ages gave of time and talent to put new life into the building. They contributed more than 1,000 hours of time to the renovation.*

they submit crafts of wood made at the institution. The individual boys receive the money when their items are sold.

All crafts submitted must pass inspection by a quality control committee before being put on sale. Eventually, help will be given in improving quality of crafts.



Unique dolls with individual personalities, delightful cloth crabs characteristic of Maryland's Eastern Shore, ceramics, paintings, and crocheted items are all displayed in original ways developed by the volunteers.

Money was scarce, so imagination took over. An old trunk was used as a purse bar, improvised screens were utilized, and the walls and stairwell provided excellent shelf space where breakable items could be displayed. A bright red stepladder holds knitted items or purses and an oil drum supports a round plywood disk featuring ceramic work.

The response from shoppers has been overwhelming. In the first 6 months, the county craftsmen were paid more than \$1,844. Every craftsman represented in the shop has received a check.

The Handi-Box has provided an outlet for the various skills of craftsmen, and has helped establish rapport with other agencies. It's a good example of what can happen in a community when talents are shared. □

*Because money was scarce, the volunteers used their imagination to develop attractive, inexpensive ways to display the crafts submitted to the Handi-Box for sale.*

# MIDNY — experiment in cooperation

by

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"MIDNY" is an acronym for Mid-New York—a five-county area involved in a 6-year Cooperative Extension Service pilot effort in community resource development. The MIDNY project was established in 1966 after community leaders asked for educational support for their regional planning efforts.

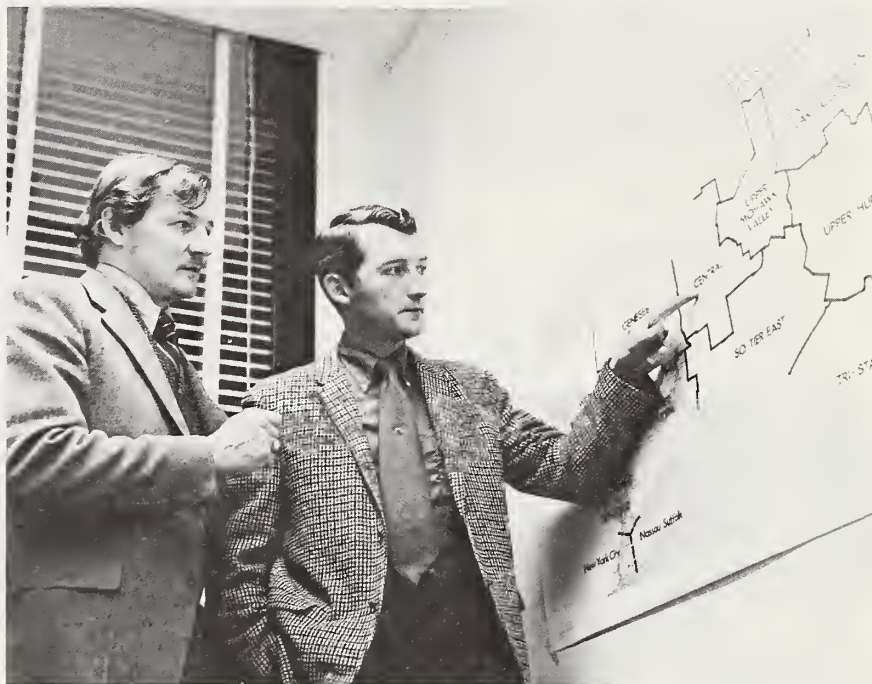
Many different agencies and organizations were helping the people of central New York in comprehensive planning, and they were talking with the community about their plans. But, all too often, the agencies weren't talking to each other as much as they could.

New York State Extension and Extension Service-USDA believed that the right kind of educational program could help these groups work together and communicate with each other.

And they were correct. By the end of the 6-year program, about 85 agency and organizational representatives and several thousand community leaders were involved in new processes of decisionmaking on public problems.

Regional problems are now being dealt with through a loosely-knit, free-wheeling ad hoc committee structure, focused on regional issues.

Community educators provide the nucleus for coalitions of planning groups, agency representatives, and special interest organizations. Working together, these groups use research data and comprehensive planning information to help local elected officials make decisions on public problems.



MIDNY's objective was to use research and education to help leaders deal with complex problems brought on by rapid urbanization. Population in the area, which centers on Syracuse, increased from about 680,000 in 1960 to around 750,000 in 1970.

The MIDNY pilot project was started at the same time a regional comprehensive planning program was funded by the five cooperating counties and from State and Federal sources.

Two community development specialists worked out of Syracuse, with the help of two Extension associates who worked from the Cornell campus.

After considerable exploration, the four-man MIDNY staff focused on "improving the effectiveness of comprehensive planning," developing linkage with county and regional planning groups as it got underway.

Staff members had little precedent to guide them in this exploratory role,

and early efforts were frequently frustrated by lack of clear-cut direction, "boundary maintenance" problems with planning groups and cooperating agencies, and difficulty in evaluating results.

In time, these problems were resolved, and by the end of 3 years a fairly smoothly operating program had emerged.

The pilot effort was originally designed to run 3 years. By the end of that time, the Extension workers had become accepted and effective in the complex and highly organized region, and the project was showing some success. As a result, the two field specialists stayed on for 3 more years.

The second 3-year period saw substantial results, as many programming processes developed by the pilot effort were picked up by others. The staff utilized regional community education, focusing on public issues to bring together professional planners and a broad cross section of regional



*John Snyder, secretary of the New York State Rural Development Committee, points out the central New York area where the MIDNY project is located. At left is Kenneth Cobb, one of the Extension community development specialists who helped guide the MIDNY work.*

leadership. These issues provided the catalyst for a problem solving process using ad hoc interagency committees.

The process was generally initiated by MIDNY's invitation to small groups of key leaders to come together to analyze issues. Then, key members were selected to function as a steering committee. This group explored the issue and suggested action by educators, planning groups, and governmental agencies.

The process of organizing ad hoc committees recognized six governmental functions—planning, service, education, regulation, financing, and promotion. At least one ad hoc committee member was elected to represent each of these functions.

Some of these ad hoc groups functioned for several years, providing substantial information and opinions to planning groups and elected officials. This approach permitted the use of planning information—not as detailed planning documents, but rather by the interaction of professional planners with elected officials and governmental agency representatives.

During the final 3-year period, ad hoc committees worked on 25 public issues, encompassing such complex and diverse problems as low-income housing needs, preservation of agricultural land, solid waste management, and health problems of low-income families.

One such committee concerned itself with environmental education. The 12 members—planners and agency professionals—guided a series of environmental decisions workshops. More than 150 leaders took part in the first series, which focused on a local land use controversy.

About 1,000 elected officials and other leaders received the results of the workshop. The workshop also laid the groundwork for followup activities about environmental management councils.

The committee continued its activity after the workshops, zeroing in on water resources and social concerns.

The MIDNY staff evaluated and summarized ad hoc committee activities in 35 working papers and case studies. These helped guide the ongoing effort, provided documentation of the pilot effort, and helped Extension workers elsewhere in the State to develop similar types of educational programs.

At the conclusion of the 6 years, the two specialists were redeployed into a three-region district, with an opportunity to expand on the results of the pilot program. They spend much of their time counseling with planners, agency professionals, and Extension agents on new programming processes.

The regional comprehensive planning program has established technical advisory committees in many program areas. Each committee is assisted by a staff member of the Central New York Regional Planning Board.

The former MIDNY staff specialists work with these committees as ex officio members, and counsel on a one-to-one basis with the plan-

ning staff members. They work in a similar capacity with county Extension agents and with professionals from other organizations and agencies.

Much of the work begun in the pilot effort has been continued through county Extension efforts, the technical advisory committees, and a reorganized and revitalized regional community development committee. The latter is guided by a core group of a dozen representatives of planning groups, USDA, and State agencies.

Simultaneously, specialists are working with comparable leaders in the two adjoining regions to organize and develop programs in a similar manner.

Toward the end of the pilot effort, one specialist spent 4 months in a rural region of southern Illinois, testing transferability of the regional development method developed by the 6-year pilot experience.

He concluded that the basic processes used in MIDNY are transferable, with alterations, to accommodate differing regional conditions.

The project papers, and consultation with those who were deeply involved in the pilot effort, are enabling Extension to apply MIDNY's results statewide. For example, the MIDNY model is being analyzed by Cornell University and the Rockefeller Foundation for its applicability to an environmental improvement program in the 20-county Hudson Region, which terminates in New York City.

The State Extension community resource development program unit organizes and coordinates inservice training and program development workshops to spread the word about the MIDNY process to Extension workers in other parts of the State.

Extension workers in other States who want to know more about MIDNY can obtain the pilot program papers, a 10-minute slide-tape presentation, and a publication listing from Cooperative Extension in New York or from Extension Service-USDA. □





# The agriculture story

Today's news focuses on agriculture and its products. It tells of high prices of beef and other commodities, and some of the causes.

But this is not the real agriculture story. It is merely a short-time news focus on a transition from abundance to balance.

The full story of agriculture in the United States began 111 years ago when Abraham Lincoln signed into law three of the most significant acts ever passed by our Congress. One was the Homestead Act, which helped open the far reaches of our land to agricultural development. The second was the Morrill Act, which authorized the vast system of public college education through State land-grant universities. The third major act of that eventful year was the one establishing a department of agriculture as "the people's department."

These three acts were the first chapter in the burgeoning expansion of agriculture in our country. Subsequent acts and activities wrote new chapters in that history. The Hatch Act of 1887, establishing a system of agricultural research through the Department of Agriculture and land-grant universities, was one of those key subsequent acts.

Then came the Smith-Lever Act in 1914, which made Extension the third partner in this triumvirate of agricultural research and education.

Another important chapter in our agriculture story began in 1933. In that year, the Federal Government instituted a series of major programs to advance agriculture and rural development and to help bring about economic stability for farm people.

Notice that these major steps in agricultural progress have occurred about every 20 to 25 years—1862, 1887, 1914, 1933. We probably could add the early 1950's to that series of important dates. That was about the time we began to search in earnest for alternate ways to deal with the problem of farm surpluses.

And now we are at another major break in the action on farm programs. We have about solved the surplus

problem. We are in the stage of finding proper balance between production and demand, both domestic and foreign. U. S. exports of farm products are at the highest level in the history of our Nation. They have helped to bring a new prosperity to the business of farming.

Where does Extension stand in this story of agriculture? Right in the middle of it! Cooperative Extension programs faced their first big test in the call for maximum food production to meet the needs of the United States and its allies in World War I. A different kind of test faced them in the years that followed and the worst depression in our history. As new farm programs evolved in the thirties, Extension was given an important role in helping to get them started. And World War II called for a repeat performance in food production.

After that, Extension settled into its role as educator—helping farmers with their immediate problems of production and marketing, and also helping them see both sides of any question of policy or national proposals. Through all of its years, Extension has advised farmers on how to improve their income—both gross and net.

Typical of this latter effort is the example of an Extension agent in a county with relatively low agricultural income. In the mid-1960's, his area supervisor asked if his county could double that income in 10 years. He said they would try. The county more than doubled its farm income—not in 10 years, but in 7 years.

The knowledge gained from the research and education systems of the land-grant universities, complemented by national agricultural programs, has helped farmers achieve production records never before attained in the world.

America's farmers, assisted by education, research, and action programs, have proved repeatedly their ability to meet the food needs of our population plus generous supplies for other countries. We have the land and the equipment to maintain that record. With stability in prices and a growing market, our Nation will continue to provide glowing chapters to the agriculture story.—Walter John